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ABSTRACT

This scope and sequence document for Oregon schools' social studies curriculum adopts the National Council for the Social Studies (NCSS) Task Force on Scope and Sequence publication as a guideline and is organized by kindergarten through eighth grades and by the required high school courses of U.S. history, economics, government, and global studies. Each grade level or course description contains a scope statement providing the recommended subject matter and a statement of common knowledge (cognitive outcomes) presented as primary and secondary considerations that include political, economic, social, and geographic understandings. The report also includes a slightly modified NCSS Task Force skills statement. The appendices contain: (1) a list of contributors; (2) a list of verbs and their cognitive levels for the common knowledge statements; and (3) a statement about elective courses. (DJC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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July 1987

Dear Colleague:

The project that lead to this report began in the fall of 1985 when the Portland Metropolitan Council for the Social Studies and the Willamette Valley Council for the Social Studies joined together to determine a suggested K-12 scope and sequence in social studies for Oregon schools. The effort was prompted by the publication of a scope and sequence in April 1984 by the National Council for the Social Studies.

In January 1987, the two local councils merged into the new Oregon Council for the Social Studies, and OCSS inherited the project. Additional information about the development of the project is provided in the introduction to the report.

Through the publication of this report, OCSS is not suggesting that school districts immediately begin to restructure their curriculum. Rather, OCSS suggests that districts consider this scope and sequence as they approach the 1990-1991 social studies textbook adoption period.

The process used to create this report lends considerable credibility to the document. Nearly 500 educators from all grade levels attended the two "Salishan" conferences called specifically to help shape an Oregon scope and sequence. Also, input was sought at social studies meetings during the statewide inservice day. Early reports, called Recommendations I and II, were given wide distribution with input collected by the project writing teams. Every effort was made to produce a report based upon what was gathered from practitioners.

The OCSS hopes that this report will be of some help to teachers and school districts as they look at social studies education in Oregon.

Sincerely,

Clifford L. Cook
President

SHAPING OREGON'S SOCIAL STUDIES

PROJECT GOALS

The goal of the 1985 PMCSS-WVCSS conference at Salishan was to obtain recommendations from Oregon educators regarding what learners should know and be able to do in elementary and secondary social studies. More than two hundred educators convened in four grade-level clusters: K-3, 4-5, 6-8, and 9-12. Thus began the exchanges that lead to the publication of this report.

The initial task was a tall one: how might a consensus be reached from scores of practitioners whose experience and creativity made for great diversity? First, the National Council for the Social Studies Task Force on Scope and Sequence publication entitled "In Search of a Scope and Sequence for Social Studies" (which appeared in the April 1984, issue of Social Education) became the conference guide. Four teams of writers from the elementary, secondary, and university levels were organized to give integrity to what transpired (see Appendix A).

Recommendations I was published on August 6, 1985 and was distributed to all public and private schools in Oregon. Written commentary on the document was invited by each of the Writing Teams; in addition, oral statements recorded at PMCSS and WVCSS Inservice Day meetings on October 11 were made available to the Writing Teams.

Recommendations II, published February 10, 1986, was distributed as widely as its predecessor. Educators were invited to share their observations with Writing Teams both in writing and at the April 6-7 PMCSS-WVCSS conference at Salishan.

Recommendations III was prepared in the fall of 1986 from input gathered at the April 6-7, 1986 Salishan Conference. The merger of PMCSS and WVCSS to form the new Oregon Council for the Social Studies (OCSS) in January 1987 delayed final approval and publication of this report. Final OCSS board approval was granted on May 11, with distribution to all school districts scheduled for August 1987.

This report is organized by grade level (K-8) and required high school course (United States History, Economics, Government, and Global Studies). Each includes (1) a scope statement, providing the recommended subject matter focus for social studies in Oregon; and (2) statements of Common Knowledge, the cognitive outcomes that proceed from the foregoing subject matter focuses. Statements of Common Skills, the abilities that learners of social studies should be able to demonstrate, are provided separately in a matrix organized by grade level and required high school course.

Common Knowledge statements and Common Skills statements are weighted as either primary (P) or secondary (S) in the teaching-learning process. Verbs used to express Common Knowledge statements reflect specific levels of cognition in Bloom's taxonomy. (see Appendix B)

RECOMMENDED SCOPE AND SEQUENCE

Kindergarten

Scope: Awareness of Self as a Participant in a Social Setting

The major thrust of the kindergarten program should be to provide socialization experiences that will help children bridge their home life with the group life of the school. Learning about the physical and social environment of the school is a necessary component. To begin the transition from self-centeredness, face-to-face relationships with others in social settings should be developed. Children should be sensitized to a world of cultural diversity, physical abilities, and individual differences through real life experiences. Self-help and group skills are to be provided in the program.

Common Knowledge

Primary Considerations

Political Understandings
- Identify the need for rules.
- Discuss rules.
- Discuss laws.
- Apply citizenship responsibilities.
- Define the concept of authority.

Social Understandings
- Know that there is diversity in lifestyles.
- Identify the function of the family unit.
- Identify the role of the individual in the family.
- Know the role of the individual in personal safety.
- Compare similarities and differences among family members.
- Compare similarities and differences among people outside the family.
- Employ a tolerance for differences in people.
- Employ a tolerance for differences in families.
- Employ a tolerance for differences in society.
- Simulate the role of the individual in group processes.

Geographic Understandings
- Identify the seasons and weather.

Secondary Considerations

Political Understandings
- Apply voting procedures.
- Know local and national holidays.
- Identify past, present, and future time.
- Identify famous historical figures.
- Describe local and national customs and traditions.

Economic Understandings

Identify producers and consumers.
Identify wants and needs.
Identify the basic needs of transportation, communication, and distribution.
Know the relationship of the environment to resources and conservation.
Discuss the effects of advertising.
Identify the role of tools and technology.

Social Understandings

Paraphrase the concept of community interdependence.
Apply personal safety practices.
Know personal data.
Compare similarities and differences among cultures.
Paraphrase the concept of careers.

Geographic Understandings

Identify maps and globes.
Know that maps and globes are scale representations.
Know the names of city, state, and country.
Know basic geographical vocabulary.
Describe the effects of conservation and pollution on the environment.

First Grade

Scope: The Individual in Primary Social Groups: Understanding School and Family Life

The socialization to school begun in kindergarten should be continued and expanded in first grade. Children can learn about the specialized roles of school personnel as an example of division of labor. A study of family life and its structure should be included as well as the roles of family members. Essential activities of a family in meeting basic material and psychological needs should be stressed. Variations and contrasting styles in the ways families live need to be studied (e.g., urban, rural, self-employed, both parents employed, single-parent family arrangements, various housing options). Dependence of family members on each other and of the family on other families should be stressed. The need for rules and laws and personal safety should be taught as a natural extension of orderly group life. Studying family life in earlier times and in other cultures provides opportunities for comparing ways of living. The globe should be introduced along with simple maps. It is important that the program include some study of the world beyond the neighborhood.

Common Knowledge

Primary considerations

Political Understandings

- Identify the need for rules.
- Discuss rules.
- Discuss laws.
- Apply citizenship responsibilities.
- Define the concept of authority.
- Apply voting procedures.
- Know local and national holidays.

Economic Understandings

- Discuss the effects of advertising.

Social Understandings

- Know that there is a diversity in lifestyles.
- Identify the function of the family unit.
- Identify the role of the individual in the family.
- Know the role of the individual in personal safety.
- Know personal data.
- Compare similarities and differences among family members.
- Compare similarities and differences among people outside the family,
- Employ a tolerance for differences in people.
- Employ a tolerance for differences in families.
- Employ a tolerance for differences in society.
- Simulate the role of the individual in group processes.

Political Understandings

Geographic Understandings

- Identify maps and globes.
- Know that maps and globes are scale representations.
- Identify seasons and weather.

Secondary Considerations

Political Understandings

- Identify past, present, and future time.
- Identify famous historical figures.
- Describe local and national customs and traditions.

Economic Understandings

- Identify producers and consumers.
- Identify wants and needs.
- Identify the basic needs of transportation, communication, and distribution.
- Know the concepts of goods and services.
- Know the relationship of the environment to resources and conservation.
- Identify the role of tools and technology.

Social Understandings

Identify the responsibilities of society to the citizen.
Paraphrase the concept of community interdependence.
Apply personal safety practices.
Compare similarities and differences among cultures.
Paraphrase the concept of careers.

Geographic Understandings

Label the four cardinal directions.
Identify common map symbols and legends.
Know the names of city, state, and country.
Identify a point through the use of symbols.
Know basic geographical vocabulary.
Describe the effects of conservation and pollution on the environment.

Second Grade

Scope: Meeting Basic Needs in Nearby Social Groups: The Neighborhood

Meeting basic requirements of living in nearby social groups should be the central theme in second grade. The study of social functions such as education, production, consumption, communication, and transportation in a neighborhood context is appropriate as children develop an understanding and appreciation of people in groups. The need for rules and laws should be stressed and illustrated by examples from the everyday lives of children. Geographic concepts relating to direction and physical features of the landscape need to be included. A global perspective is important and can be sought through the study of life in another culture. Contrasting neighborhood life today with what it was in earlier times should also be included.

Common Knowledge

Primary Considerations

Political Understandings

Identify the need for rules.
Discuss rules.
Discuss laws.
Apply citizenship responsibilities.
Define the concept of authority.
Apply voting procedures.
Know local and national holidays.
Identify past, present, and future time.
Identify famous historical figures.

Economic Understandings

Identify producers and consumers.
Identify wants and needs.
Identify the basic needs of transportation, communication, and distribution.
Know the concepts of goods and services.
Know the concepts of trade and barter.
Discuss the effects of advertising.

Social Understandings

Identify the responsibilities of the society to the citizen.
Know that there is a diversity in lifestyles.
Identify the function of the family unit.
Identify the role of the individual in the family.
Know the role of the individual in personal safety.
Know personal data.
Compare similarities and differences among family members.
Compare similarities and differences among people outside the family,
Employ a tolerance for differences in people.
Employ a tolerance for differences in families.
Employ a tolerance for differences in society.
Paraphrase the concept of careers.
Simulate the role of the individual in group processes.

Geographic Understandings

Identify maps and globes.
Know that maps and globes are scale representations.
Label the four cardinal directions.
Identify common map symbols and legends.
Construct a map of the immediate environment.
Know the names of city, state, and country.
Identify a point through the use of symbols.
Identify local area landmarks.
Identify seasons and weather.
Know basic geographical vocabulary.
Describe the effects of conservation and pollution on the environment.

Secondary Considerations

Political Understandings

Discuss the process of voting and elections.
Compare life-styles of the past, present, and future.
Describe local and national customs and traditions.

Economic Understandings

Know the relationship of the environment to resources and conservation.
Identify the role of tools and technology.

Social Understandings

Paraphrase the concept of community interdependence.
Apply personal safety practices.
Compare similarities and differences among cultures.
Know local cultural resources.

Geographic Understandings

Identify relationships between cities and their populations.
Identify the effect of time on the geography of an area.

Third Grade

SCOPE: Sharing Earth Space with Others: The Community

The community in a global setting is the focus of study at the third grade level. The concept of community should be extended beyond the limits of the local neighborhood and should include an awareness of the problems and prospects facing the community. Social functions such as production, transportation, communication, distribution, and government, including their international connections, should be stressed. Political concepts of authority, participation, liberty, and diversity are to be included in instruction. The concepts of dependence and interdependence can be emphasized at the local, national, and international levels. Geographic concepts and skills should be extended to include the interactions of human beings with the environment.

Common Knowledge

Primary Considerations

Political Understandings

- Identify the need for rules.
- Discuss the process of voting and elections.
- Discuss rules.
- Discuss laws.
- Apply citizenship responsibilities.
- Define the concept of authority.
- Apply voting procedures.
- Know local and national holidays.
- Identify past, present, and future time.
- Identify famous historical figures.

Economic Understandings

- Identify producers and consumers.
- Identify wants and needs.
- Identify the basic needs of transportation, communication, and distribution.
- Know the concepts of goods and services.
- Know the concepts of trade and barter.
- Know the relationship of the environment to resources and conservation.
- Discuss the effects of advertising.

Social Understandings

- Know that there is a diversity in lifestyles.
- Paraphrase the concept of community interdependence.
- Know the role of the individual in personal safety.
- Apply personal safety practices.
- Compare similarities and differences among people outside the family.
- Employ a tolerance for differences in people.
- Employ a tolerance for differences in society.
- Paraphrase the concept of careers.
- Simulate the role of the individual in group processes.
- Identify the responsibilities of society to the citizen.

Geographic Understandings

Know that maps and globes are scale representations.
Identify common map symbols and legends.
Construct a map of the immediate environment.
Know names of city, state, and country.
Identify a point through the use of symbols.
Identify local area landmarks.
Know basic geographical vocabulary.
Describe the effects of conservation and pollution on the environment.
Identify relationships between cities and their populations.

Secondary Considerations

Political Understandings

Know the roles of elected officials.
Compare life-styles of past, present, and future.
Identify cause and effect relating to change.
Describe local and national customs and traditions.

Economic Understandings

Identify the role of tools and technology.

Social Understandings

Identify the function of the family unit.
Identify the role of the individual in the family.
Know personal data.
Compare similarities and differences among family members.
Compare similarities and differences among cultures.
Employ a tolerance for differences in families.
Know local cultural resources.

Geographic Understandings

Identify maps and globes.
Label the four cardinal directions.
Identify seasons and weather.
Identify local natural resources.
Identify the effect of time on the geography of an area.

Fourth Grade

Scope: Human Life in Varied Environments: The Region

The major emphasis in the fourth grade is the region, an area of the earth that is defined for a specific reason. Oregon should be studied as a region. World geographic regions, defined in terms of physical features, climate, agricultural production, industrial development, or economic level, can be selected for study. An examination of cultures of the past and present may also be included. There should be some variation among the regions selected for study in order to illustrate the adaptability of human beings to varied environments. Basic map and globe reading skills should be continued in the program.

Common Knowledge

Primary Considerations

Economic Understandings

- Discuss the fact that the needs and wants of individuals and groups are unlimited but that natural and human resources are limited.
- Distinguish ways in which people make choices among scarce goods and services (price, amount, quality).
- Predict that the production of goods and services provides jobs and income.
- Describe how the production of goods and services involves labor, capital, and land.
- Simulate goods and services being bought, traded, and bartered.

Social Understandings

- Review that people from various national and ethnic backgrounds influence society.
- Identify contributions to our country by various national and ethnic groups, especially Native Americans,

Geographic Understandings

- Explain the effect of nature and culture in the development of regions.
- Predict the relationship between climate and the landscape.
- Explain how humans have adapted and adapt to various natural landscapes and climates (e.g., in shelter, clothing, and transportation).
- Identify natural resources and their uses in various regions.
- Explain how natural resources are renewable or nonrenewable.
- Predict how the production of goods for human needs and wants alters the environment.

Secondary Considerations:

Political Understandings

- Discuss how people choose leaders to make rules and laws.
- Discuss how laws are made by elected representatives at the national, state, county, and city levels in a republic.
- Interpret the word "government" to mean the people who make decisions and laws for a city, state, or country.
- Discuss that not all countries have representative forms of government.
- Defend the notion that the freedom and rights of one person should not violate the freedom and rights of others.
- Explain that in a democratic society, decisions made by the majority must be responsive to the minority.

Economic Understandings

- Describe how people, regions, and countries are dependent on other people, regions, and countries for products, goods, and services in their daily lives.

Social Understandings

- Review how people have similar basic needs (e.g., food, shelter, dignity).
- Discuss the various means by which every society provides for education.
- Discuss the social interdependence of people (e.g, in families, tribes).
- Explain that individuals or groups sometimes have different ideas or wants which may cause conflict.
- Compare ways in which people resolve conflict.
- Explain how culture changes when ideas, tools, or ways of doing things are borrowed from different societies.
- Discuss the fact that many ethnic and religious groups came to the United States and settled in homogeneous units (e.g., neighborhoods, towns, rural areas).

Geographic Understandings

- Identify how the earth's landscape has been altered by natural forces and that this process is still occurring.
- Explain how landscape and climate have affected patterns of human settlement and land use in both the past and present.
- Predict that as the human population changes, the ecological balance is altered.
- Explain that environmental decisions are made in a variety of ways.

Fifth Grade

Scope--People of the Americas: The United States and Its Close Neighbors

The fifth grade program should familiarize learners with the history and geography of the United States. The diverse cultural, ethnic, and racial origins of the American people should be stressed. Attention should be directed to specific individuals who have contributed to the political, social, economic, and cultural life of the nation. The fifth grade program may include a study of the closest neighbors of the United States: Canada, Mexico, or both. Basic map and globe reading skills should be continued in the program.

Common Knowledge

Primary Considerations

Political Understandings

- Discuss how people choose leaders to make rules and laws.
- Discuss how laws are made by elected representatives at the national, state, county, and city levels in a republic.
- Interpret the word "government" to mean the people who make decisions and laws for a city, state, or country.
- Define the structure of the United States government as consisting of legislative, executive, and judicial branches.
- Explain that in a democratic society, decisions made by the majority must be responsive to the minority.
- Apply the United States Constitution's guarantees of rights to United States citizens.

Economic Understandings
Simulate goods and services being bought, traded, and bartered.

Social Understandings
Review that people from various national and ethnic backgrounds influence society.
Identify contributions to our country by various national and ethnic groups.
Explain how culture changes when ideas, tools, or ways of doing things are borrowed from different societies.
Discuss the fact that many ethnic and religious groups came to the United States and settled in homogeneous units (e.g., neighborhoods, towns, rural areas).

Geographic Understandings
Explain the effect of nature and culture in the development of regions.
Explain how humans have adapted and adapt to various natural landscapes and climates (e.g., in shelter, clothing, and transportation).
Explain how landscape and climate have affected patterns of human settlement and land use in both the past and present.
Identify natural resources and their uses in various regions.
Predict that as the human population changes, the ecological balance is altered.

Secondary Considerations

Political Understandings
Discuss that not all countries have representative forms of government.
Defend the notion that the freedom and rights of one person should not violate the freedom and rights of others.
Explain that environmental decisions are made in a variety of ways.

Economic Understandings
Discuss the fact that the needs and wants of individuals and groups are unlimited but that natural and human resources are limited.
Distinguish ways in which people make choices among scarce goods and services (price, amount, quality).
Predict that the production of goods and services provides jobs and income.
Describe how the production of goods and services involves labor, capital, and land.
Describe how people, regions, and countries are dependent on other people, regions, and countries for products, goods, and service in their daily lives.

Social Understandings
Review how people have similar basic needs (e.g., food, shelter, dignity).
Discuss the various means by which every society provides for education.
Discuss the social interdependence of people (e.g., in families, tribes.
Explain that individuals or groups sometimes have different ideas or wants which may cause conflict.
Compare ways in which people resolve conflict.

Geographic Understandings

Identify how the earth's landscape has been altered by natural forces and that this process is still occurring.
Predict the relationship between climate and the landscape.
Explain how natural resources are renewable or nonrenewable.
Predict how the production of goods for human needs and wants alters the environment.

Sixth Grade[1]

Scope: The Western Hemisphere: Geography and History

The focus of the sixth grade program is the Western Hemisphere. The people and cultures studied should represent major geographical regions, and students should examine levels of economic development, historical development, political systems, and current world issues. The content is international in scope with an emphasis on basic concepts from geography: resource distribution, spatial interaction, and areal differentiation. The interdependence of nations should be a major theme. The aspirations and problems of developing nations need to be stressed with emphasis on the interconnection between people and places. Instruction needs to be directed toward an understanding and appreciation of the lifeways of others. Their languages, technology, institutions, and cultural interconnections (art, literature, communication, religion, music, and sports) should be discussed.

Common Knowledge

Primary Considerations

Political Understandings

Describe the political development of the nations studied.
Identify conditions that led to or are leading to political change.
Explain the events and movements that led to or are leading to the development of nation-states.

Economic Understandings

Explain that the needs and wants of individuals and groups are unlimited but that natural and human resources are limited.
Describe ways that people make choices about resources.
Discuss how countries dealt with or are dealing with economic resources.
Explain how countries are interdependent.

Social Understandings

Compare the similarities and differences of cultures studied in terms of institutions, traditions, heritage, arts, and language.
Discuss cultural conflict and conflict resolution.
Discuss how people and cultures are interconnected.
Interpret how times of transition lead to societal developments.

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[1]OCSS recognizes that many school districts in Oregon reverse the content of grades 6 and 7 from that outlined in this report.

Geographic Understandings

Explain how resource distribution, spatial interaction, and areal differentiation impact the development of world regions.
Explain how humans have altered the landscape.
Explain that the earth's landscape has been and continues to be altered by natural forces.
Distinguish how humans have adapted to various natural landscapes and climates.
Identify environmental issues.
Identify natural resources and their uses in various regions of the world.
Explain that as human need for products, services, and land increases, other life forms are often replaced or altered.
Appraise the ecological concerns related to conservation, pollution, land use, and population growth.
Explain that providing for human needs and wants can produce harmful and sometimes toxic by-products which can pollute air, water, and land.

Secondary Considerations

Political Understandings

Compare the political systems studied.
Evaluate the variety of ways in which environmental decisions are or might be made.

Economic Understandings

Discuss the impact of each country's available resources on its social, economic, and political development.
Relate how the production of goods and services involves labor, capital, and land.

Geographic Understandings

Predict environmental concerns in the area of the world studied.

Seventh Grade[1]

Scope: The Eastern Hemisphere: Geography and History

The focus of the seventh grade program is the Eastern Hemisphere. The people and cultures studied should represent major geographical regions, and students should examine levels of economic development, historical development, political systems, and current world issues. The content is international in scope with an emphasis on basic concepts from geography: resource distribution, spatial interaction, and areal differentiation. The interdependence of nations should be a major theme. The aspirations and problems of developing nations need to be stressed with emphasis on the interconnection between people and places. Instruction needs to be directed toward the understanding and appreciation of the lifeways of others. Their languages, technology, institutions, and cultural interconnection: (art, literature, communication, religion, music, and sports) should be discussed.

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[1]OCSS recognizes that many school districts in Oregon reverse the content of grades 6 and 7 from that outlined in this report.

Common Knowledge

Primary Considerations

Political Understandings

Describe the political development of the nations studied.
Identify conditions that led to or are leading to political change.
Explain the events and movements that led to or are leading to the development of nation-states.
Compare the political systems studied.

Economic Understandings

Explain that the needs and wants of individuals and groups are unlimited but that natural and human resources are limited.
Describe ways that people make choices about resources.
Discuss how countries dealt with or are dealing with economic resources.
Discuss the impact of each country's available resources on its social, economic, and political development.
Relate how the production of goods and services involves labor, capital, and land.
Explain how countries are interdependent.

Social Understandings

Compare the similarities and differences of cultures studied in terms of institutions, traditions, heritage, arts, and language.
Discuss how people and cultures are interconnected.
Interpret how times of transition lead to societal developments.

Geographic Understandings

Explain how resource distribution, spatial interaction, and areal differentiation impact the development of world regions.
Explain how humans have altered the landscape.
Explain that the earth's landscape has been and continues to be altered by natural forces.
Distinguish how humans have adapted to various natural landscapes and climates.
Identify natural resources and their uses in various regions of the world.
Identify environmental issues.
Explain that as human need for products, services, and land increases, other life forms are often replaced or altered.
Appraise the ecological concerns related to conservation, pollution, land use, and population growth.
Explain that providing for human needs and wants can produce harmful and sometimes toxic by-products which can pollute air, water, and land.
Predict environmental concerns in the area of the world studied.

Secondary Consideration

Political Understandings

Evaluate the variety of ways in which environmental decisions are or might be made.

Eighth Grade

Scope: The United States: History and Geography

The eighth grade program is the study of American history, geography, and current issues. The primary emphasis at this level should be on the social history and economic development of the United States. This program should include discussion of the important role played by the United States in global affairs and the need to secure peaceful relations with other nations.

Common Knowledge

Primary Considerations

Political Understandings
- Explain the processes leading to representative government.
- Describe the development of the present federal, state, and local systems of government.
- Explain how the executive, legislative, and judicial branches of the government operate.
- Interpret how the United States's legal system provides its citizens with certain rights and responsibilities.

Economic Understandings
- Explain the economic system of the United States.
- Evaluate the economic impact of the change from an agrarian to an industrial society.
- Describe how the economic system of the United States has changed and is changing.

Social Understandings
- Identify contributions to the United States by various national and ethnic groups.
- Describe the cultures of Native American societies.
- Identify the historical and contemporary roles of ethnic and Native American groups.
- Identify the struggles and achievements of various segments of American society.
- Define cultural conflict and conflict resolution.
- Describe the cultures that ethnic groups brought to the United States.

Geographic Understandings
- Explain the impact of resource distribution on the development of the United States.
- Explain the impact of spatial interaction on the development of the United States.
- Explain the impact of areal differentiation on the development of the United States.
- Compare the various natural regions of the United States and their effects on human activity in the past, present, and future.
- Explain ecological concepts in the analysis of current issues.
- Identify environmental issues in the United States.

Secondary Considerations

Political Understandings

Identify leaders of the past and present.

Evaluate how past and present leaders have influenced the development of the United States.

Describe the development of ecological awareness and action in the United States.

Evaluate the variety of ways in which environmental decisions are or might be made.

Appraise means to raise public awareness and concern for environmental issues in the United States.

Social Understandings

Discuss the effects of industrialization and technology on society.

Geographic Understandings

Explain how humans have altered the landscape.

Predict environmental concerns in the United States.

HIGH SCHOOL

Scope paragraphs and common knowledge goals are listed here for those courses required by the State of Oregon (OAR 581-22-316) for graduation from all Oregon public high schools.[1] Scope statements for recommended elective courses are listed in Appendix C.

United States History

Scope

There should be a comprehensive course in American history that is organized either chronologically or topically. Students should understand and learn to use the tools of historical analysis and be able to relate the past to present problems and prospects. The forces that shaped and continue to shape political, economic, and social institutions should be studied. Emphasis of that study should be on the twentieth century. An examination of changes in social and cultural values should also be included. The impact of growing international involvements and commitments should be stressed. The growth of the arts and literature, social reform movements, the growth of government, and the relationship of the geography of the United States to its development as a nation should be included. The diversity of ethnic and racial origins of Americans and the impact of this diversity on the development of the nation should be emphasized.

Common Knowledge

Primary Considerations

Political Understandings

- Explain the chronological development of major political parties in the United States.
- Identify the historical roots of significant events.
- Explain United States-European relations from the prerevolutionary era through the Civil War.
- Explain the causes of American involvement in the wars in which it has fought.
- Analyze the results of American territorial expansion from 1801-1898.
- Analyze the causes and effects of sectionalism in the development of the United States.
- Analyze various points of view on issues.
- Evaluate current events using historical information.

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[1]State standards require one unit of credit in Personal Finance and Economics for graduation. Districts are <u>not</u> required to offer Economics as a separate course.

Economic Understandings

Analyze the role of labor in various historical eras (i.e., indentured servants, slavery, organized labor, etc.)

Analyze various trade policies including tariffs, laissez-faire, and mercantilism.

Analyze the economic impact of the movement from an agrarian to an industrialized society.

Analyze the causes and effects of changes in the economic cycle.

Social Understandings

To provide a common culture base, identify places, people, and events in American history and the contribution of each.

Analyze how gender, race, and class have shaped the American experience in both the public and private sector.

Compare the experience of various minority groups in their struggle to achieve parity in civil rights.

Identify ideas and events that have resulted in social change.

Explain the influence of immigrant groups on "American" culture.

Explain how "native" groups have reacted to the arrival of newcomers.

Analyze the causes and effects of various migrations (e.g., western, "Okies," Sunbelt, Indian).

Evaluate the role major institutions have played in the development of American society.

Compare different processes of conflict resolution.

Geographic Understandings

Analyze the impact of geographic features (e.g., landforms, resources, cities, transportation routes) on the development of the United States.

Secondary Considerations

Political Understandings

Evaluate how successfully the Constitution resolved the issues that led to its creation.

Compare the roles played by various presidential administrations in affecting party politics, especially in the twentieth century.

Analyze the merits of federal government regulation in the twentieth century.

Evaluate the impact of third political parties on American politics.

Economic Understandings

Identify forms of business organization during various historical eras (e.g., partnerships, corporations, trusts).

Social Understandings

Identify how the arts have reflected American society.

Government

Scope

There should be a comprehensive course in government as a political system which involves a historical and descriptive analysis of political thought and institutions. It should include a review of basic political concepts, relationships, and patterns of political organization. Students should understand the process and function of individual participation in different political systems. Students should understand the process and impact of governmental decision making and know how governmental institutions make, execute, and interpret law and government policy. Students should understand how political science provides a way of thinking about the major problems and prospects that face all individuals, groups, and organizations in today's world.

Common Knowledge

Primary Considerations

Political Understandings

Know the basic principles of American government.
Describe the functions of American government.
Know the structure of American government.
Know the historical background of American government.
Analyze how groups and individuals influence government decision making.
Describe the structure of Oregon's state government.
Identify the basic forms of local government (municipal, county, and special districts).
Describe the American political process and the foundation and roles of political parties.
Interpret the influence of political parties and pressure groups on public policy formation at the national, state, local, and regional levels.
Analyze the historical influence of the United States Constitution on contemporary issues.
Know the roles, responsibilities, and interrelationships among the executive, legislative, and judicial branches of national, state, and local governments and the supporting agencies in each branch.
Assess voter participation in the American political process.
Evaluate the ways that a citizen can effectively make changes in the political system at the national, state, and local level.
Comprehend individual rights and responsibilities as established in the Bill of Rights in federal and state constitutions.
Analyze different points of view on controversial issues facing local, state, and national governments.

Economic Understandings

Describe the national, state, and local revenue systems that support the national, state, and local governments.

Social Understandings

Assess the role and responsibilities of the mass media in the American political process.

Distinguish between juvenile and adult rights and responsibilities in the United States criminal justice system.

Describe issues growing out of a multicultural society for which judicial or legislative remedies may be necessary.

Construct generalizatons about the political behavior of groups and individuals in the United States.

Geographic Understandings

Know how regional interests influence the formation of public policies.

Secondary Considerations

Political Understandings

Define the similarities and differences between a democracy and other political systems.

Comprehend the significance of judicial review.

Compare the processes by which laws are made in this state and nation with the processes followed in other states and nations.

Predict the consequences of changes in the lawmaking process at the local, state and national levels.

Compare the basic assumptions and procedures used in civil and criminal court cases.

Identify major ideas and concepts from political science, sociology, psychology, and history that are related to the political culture and politics of the United States.

Global Studies

Scope

There should be a course in which students learn about contemporary interrelationships among nations and cultures of the world. This course should employ such global perspectives as systems, culture development, and conflict management. Using these perspectives, global studies should stress issues of resource distribution and use, world trade and economic development, and population pressures. Students should study the role of competing ideologies, perceptions and practices relating to human rights, the growth of science and technology, and national security issues as important factors affecting global relationships and conflicts. This course should provide students with opportunities for the development of critical thinking, problem-solving, conflict resolution, and other social participation skills. The purpose of this course is to help students integrate their social studies learnings into a global context.

Common Knowledge

Primary Considerations

Political Understandings

Relate the impact of individuals and groups on world affairs.
Identify political regions and boundaries.
Distinguish the characteristics of democracies and totalitarian systems.
Analyze various organizations devoted to peacekeeping.
Distinquish various international actors who wield power in the world system (multinational corporations, United Nations, Red Cross).
Evaluate the role of nationalism and imperialism and national autonomy in world conflict.
Distinquish between formal and informal power structures.
Explain how changes in unstable political systems can sometimes lead to revolution.
Analyze stable world situations in order to distinquish the elements of stable political units.

Economic Understandings

Explain the various economic systems (capitalist, socialist, communist, and primitive).
Know that countries fall into different categories of economic development (undeveloped, developing, and developed).
List the factors that reflect a country's level of development.
Define economic interdependence.
Explain how economic interdependence leads to greater conflict or cooperation between nations and regions.
Evaluate the interdependent nature of the world.

Social Understandings

Compare the beliefs and customs of at least three world religions.
Define culture.
Know the social structures within a culture, and describe the role of the individual within these structures.
Interpret the influence of technology on culture.
Know that problems of the world defy simple solutions.
Know that attempts to solve global problems will be influenced by culture and location.
Interpret the role of men and women in various world cultures.
Compare how each society satisfies the same basic needs, but in different ways.
Analyze the role of religion in world politics.
Explain how human rights are defined differently in different cultures.
Describe the methods nations use in order to relate to each other.

Geographic Understandings

Know that resources are unevenly distributed throughout the world.
Know that the level of technology affects the values of resources.
Explain how and why location influences individuals and groups.

Secondary Considerations:

Social Understandings

Predict the influence of ethnocentrism in a cultural exchange.
Analyze the role the media play in world events.

Economics[1]

Scope

There should be a comprehensive course in economics. Economics should be organized to include a historical and descriptive analysis of economic ideas and institutions. This course should stress the understanding of economic policy making at the local, state, and national levels. Students should explore the roles and impact of a variety of economic institutions that link individuals, groups, and organizations to an interdependent world. Finally, this course should provide a way of thinking about major problems and prospects that students face in today's world.

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[1]OCSS recognizes that many school districts in Oregon prefer to offer a business or personal focus to economics. The goals outlined above reflect a traditional social science approach.

Common Knowledge

Primary Considerations

Political Understandings

Evaluate the role of the United States government in economic decision making in production, exchange, investment, and consumption.

Describe the origin of such major economic systems as feudalism, mercantilism, capitalism, communism, and socialism.

Evaluate the role that private and public sectors play in the economy, and the impact of monetary and fiscal policy on those sectors.

Economic Understandings

Analyze the advantages and disadvantages of command, market, and mixed economies.

Predict how different economic systems will answer the "what?," the "how much?," and the "for whom?," questions.

Describe how the scarcity dilemma requires people to make decisions related to production, exchange, investment, and consumption of goods and services, and describe how their decisions involve opportunity costs and tradeoffs.

Describe how specialization and division of labor influence productivity and lead to the establishment of markets, exchange, money, and interdependent economic activity.

Evaluate statements about prices as to how supply and demand factors affect them.

Evaluate the differences between competitive, oligopolistic, and monopolistic markets, and the relative merits of each.

Employ models to describe the circular flow of goods and services and income in the economy and the role that prices play in that flow.

Explain how economic systems work to produce, exchange, and distribute the economic goods and services of any society.

Distinquish between real and nominal costs.

Social Understandings

Describe how economic incentives and individual and collective activity contribute to securing the economic wants of any society.

Evaluate how various economic policies influence such social values as freedom, equity, growth, security, and stability.

Geographic Understandings

- Discuss resource allocation and distribution decisions as they impact various political, economic, and social groups in the economy.
- Describe the location of the major natural resource regions, manufacturing areas, and population centers of the world.
- Describe the economic activity that goes on in any given place and how the economic decisions of production, exchange, investment, and consumption are spatially related.
- Discuss the economic relationships that exist between various places, and the movement of resources, goods and services, and money, between those places.
- Relate how action in one economic region of the world will influence action in other regions.

Secondary Considerations

Political Understandings

- Sketch the historic causation behind major economic events.
- Describe the role that agriculture, manufacturing, transportation, communication, and government have had on the development of the American economic system.
- Compare the use of power and authority characterized by market, command, and socialist economies.

Economic Understandings

- Appraise the contributions made by key economic thinkers to today's economy.
- Employ economic statistics to determine the state of the economy and to suggest appropriate monetary and fiscal policy for selected economic goals of society.

Social Understandings

- Differentiate between the political, economic, and social forces that bind societies together and those that separate and divide.
- Describe internal and external forces which change society and shape its political, economic, and social institutions.
- Assess the impact of such economic institutions as labor, government, business, health, education, and human resources on individuals and groups in society.

Common Skills

Readers will recognize the following to be the NCSS Task Force's skills statement. The Writing Teams made only four modifications.

To the right of each skill are symbols that indicate the emphasis to be given to it in grades K-8, United States History (US), Economics (EC), Government (GV), and Global Studies (GS): "P" denotes primary emphasis; "S" denotes secondary emphasis.

	K	1	2	3	4	5	6	7	8	US	EC	GV	GS
Reading Skills: Comprehension													
Read to get literal meaning.	S	S	P	P	P	P	P	P	P	S	S	S	S
Use chapter and section headings, topic sentences, and summary sentences to select main ideas.				S	P	P	P	S	S	S	S	S	S
Differentiate between main and subordinate ideas.			S	S	P	P	P	P	P	S	S	S	S
Select passages that are pertinent to the topic being studied.				S	S	S	S	S	S	P	P	S	P
Interpret what is read by drawing inferences.				S	S	S	S	P	P	P	P	P	P
Detect cause and effect relationships.			S	S	S	S	S	S	P	P	P	P	P
Distinguish between fact and opinion; recognize propaganda.				S	S	P	S	P	P	P	P	P	P
Recognize author bias.					S	S	S	S	S	P	P	P	P
Use picture clues and picture captions to aid comprehension.		P	P	P	P	P	S	S	S	S	S	S	S
Use literature to enrich meaning.				S	S	S	S	S	S	P	P	S	P
Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts.			S	S	S	S	P	P	P	P	P	P	P
Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals.			S	S	S	S	P	P	P	P	P	P	P
Reading Skills: Vocabulary													
Use usual word attack skills: sight recognition, phonetic analysis, structural analysis.		P	P	P	P	P	S	S	S	S	S	S	S
Use context clues to gain meaning.		S	S	S	P	P	P	P	P	P	P	S	P
Use appropriate sources to gain meaning of essential terms and vocabulary; glossary, dictionary, text, word lists.			S	S	P	P	P	P	P	P	P	P	S
Recognize and understand an increasing number of social studies terms.		S	S	S	P	P	P	P	P	P	P	P	P
Reading Skills: Rate of Reading													
Adjust speed of reading to suit purpose.					P	P	P	P	P	P	P	S	P
Adjust rate of reading to difficulty of the material.					P	P	P	P	P	P	P	S	P

	K	1	2	3	4	5	6	7	8	US	EC	GV	GS
Study Skills: Finding Information													
Use various parts of a book (index, table of contents, etc.).			S	P	P	P	P	S	S	S	S	S	S
Use key words, letters on volumes, index, and cross references to find information.					P	P	P	S	S	S	S	S	S
Evaluate sources of information--print, visual, electronic.				S	S	S	P	P	P	P	P	P	P
Use appropriate sources of information.				S	S	S	S	P	P	P	P	P	P
Use the community as a resource.			S	S	S	S	S	S	P	P	P	P	P
Study Skills: Arranging Information in Usable Forms													
Make outline of topic.					S	S	S	P	P	P	P	P	S
Prepare summaries.				S	S	S	P	P	P	P	P	P	S
Make timelines.					S	S	S	S	S	S	S	S	S
Take notes.				S	S	S	S	P	P	P	P	P	P
Keep records.					S	S	S	S	P	P	P	S	S
Use italics, marginal notes, and footnotes.						S	S	S	S	P	P	P	S
Listen for information.	P	P	P	P	P	P	P	S	S	S	S	P	P
Follow directions.	P	P	P	P	P	P	S	S	S	S	S	P	S
Write reports and research papers.					S	S	S	S	S	P	P	P	P
Prepare a bibliography.					S	S	S	S	S	P	P	P	P
Reference and Information Search Skills: The Library													
Use card catalog to locate books.			S	S	S	S	P	P	P	P	P	P	S
Use Readers' Guide to Periodical Literature and other indexes.					S	S	S	S	S	P	P	P	P
Use COMCATS (Computer Catalog Service), as available.						S	S	S	S	P	P	P	P
Use public library telephone information service, as available						S	S	S	S	P	S	P	S
Reference and Information Search Skills: Special References													
Use almanacs.					S	S	S	S	S	S	P	P	P
Use encyclopedias.				S	P	P	P	S	S	S	S	S	S
Use dictionaries.			S	S	P	P	P	S	S	S	S	S	S
Use indexes.				S	P	P	S	S	S	S	S	P	S
Use government publications.					S	S	S	S	S	P	P	P	P
Use microfiche, as available.						S	S	S	S	P	P	P	P
Use periodicals.		S	S	S	S	S	S	S	S	P	P	P	P
Use news sources: newspapers, news magazines, TV, radio, videotapes, artifacts.		S	S	S	S	S	P	P	P	P	P	P	P

	K	1	2	3	4	5	6	7	8	US	EC	GV	GS
Reference and Information Search Skills: Maps, Globes, Graphics													
Orient a map and note directions.		S	S	S	P	P	P	P	P	S	S	S	S
Locate places on map and globe.			S	S	P	P	P	P	P	S	S	S	P
Use scale and compute distances.					S	S	S	S	S	S	S	S	S
Interpret map symbols and visualize what they mean.			S	S	S	S	S	P	P	S	P	S	P
Compare maps and make inferences.					S	S	S	P	P	S	S	S	P
Express relative location.					S	S	S	S	S	S	P	S	P
Interpret graphs.				S	S	S	S	P	P	P	P	P	P
Detect bias in visual material.						S	S	P	P	P	P	P	P
Interpret social and political messages of cartoons.						S	S	S	S	P	P	P	P
Interpret history through artifacts.					S	S	S	S	S	P	P	S	S
Reference and Information Search Skills: Community Resources													
Use sources of information in the community.				S	S	S	S	S	S	P	P	P	P
Conduct interviews of individuals in the community.					S	S	S	S	S	P	P	S	P
Use community newspapers.					S	S	S	S	S	P	P	P	S
Technical Skills Unique to Electronic Devices													
Operate a computer using prepared instructional or reference programs.					S	S	S	S	S	S	P	S	S
Operate a computer to enter and retrieve information gathered from a variety of sources.					S	S	S	S	S	S	P	S	P
Access information through telephone and television networks.					S	S	S	S	S	S	S	P	S
Intellectual Skills: Classifying Information													
Identify relevant factual material.				S	S	S	S	P	P	P	P	P	P
Sense relationship between items of factual information.					S	S	P	P	P	P	P	P	P
Group data in categories according to appropriate criteria.	S	S	S	S	S	S	S	S	S	S	P	P	P
Place in proper sequence: order of occurrence and order of importance.				S	S	S	S	S	S	P	P	P	P
Place data in tabular form: charts, graphs, illustrations.					S	S	S	P	P	P	P	S	P
Intellectual Skills: Interpreting Information													
State relationships between categories of information.			S	S	S	S	S	S	S	P	P	P	P
Note cause and effect relationships.			S	S	S	S	S	P	P	P	P	P	P
Draw inferences from factual material.					S	S	S	P	P	P	P	P	P
Predict likely outcomes based on factual information.			S	S	S	S	P	P	P	P	P	P	P
Recognize the value dimension in interpreting factual material.						S	S	P	P	P	P	P	P
Recognize instances in which more than one interpretation of factual material is valid.						S	S	P	P	P	P	P	P

	K	1	2	3	4	5	6	7	8	US	EC	GV	GS
Intellectual Skills: Analyzing Information													
Form a simple organization of key ideas related to a topic.				S	S	P	P	P	P	P	P	P	P
Separate a topic into major components according to appropriate criteria.					S	S	P	P	P	P	P	P	P
Examine critically the relationship between and among elements of a topic.					S	S	S	P	P	P	P	P	P
Detect bias in data presented in various forms: graphic, tabular, visual, print.						S	S	P	P	P	P	P	P
Compare and contrast credibility of differing accounts of the same event.					S	S	S	P	P	P	P	P	P
Intellectual Skills: Summarizing Information													
Extract significant ideas from supporting, illustrative details.					S	S	P	P	P	P	P	P	P
Combine critical concepts into a statement of conclusions based on information.					S	S	S	S	P	P	P	P	P
Restate major ideas of a complex topic in concise form.					S	S	S	P	P	P	S	P	P
Form opinions based on critical examination of relevant information.					S	S	S	P	P	P	P	P	P
State hypotheses for further study.					S	S	S	S	P	S	P	P	P
Intellectual Skills: Synthesizing Information													
Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information.					S	S	S	P	P	S	P	S	P
Reinterpret events in terms of what <u>might</u> have happened, and show the likely effects on subsequent events.					S	S	S	P	P	P	S	S	P
Present visually (chart, graph, diagram, model, etc.) information extracted from print.					S	S	P	P	P	P	P	S	P
Prepare a research paper that requires a creative solution to a problem.					S	S	S	S	P	P	P	S	S
Communicate orally and in writing.					P	P	P	P	P	P	P	P	P
Intellectual Skills: Evaluating Information													
Determine whether or not the information is pertinent to the topic.					S	S	P	P	P	P	P	P	P
Estimate the adequacy of the information.					S	S	P	P	P	P	P	P	P
Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency.						S	P	P	P	P	P	P	P

	K	1	2	3	4	5	6	7	8	US	EC	GV	GS
Decision-Making Skills													
Identify a situation in which a decision is required.	S	S	S	S	S	S	P	P	P	S	P	P	P
Secure needed factual information relevant to the decision.					S	S	P	P	P	S	P	P	P
Recognize the values implicit in the situation and the issues that flow from them.					S	S	S	S	P	S	P	P	P
Identify alternative courses of action, and predict likely consequences of each.	S	S	S	S	S	S	S	P	P	S	P	P	P
Make the decision based on the data obtained.	S	S	S	S	P	P	P	P	P	S	P	P	P
Take action to implement the decision.	S	S	S	S	S	P	P	P	P	S	P	S	P
Personal Skills													
Express personal convictions.	P	P	P	P	P	P	P	P	P	P	P	S	P
Communicate own beliefs, feelings, and convictions.	P	P	P	P	P	P	P	P	P	P	P	S	P
Adjust own behavior to fit the dynamics of various groups and situations.	P	P	P	P	P	S	P	P	P	S	S	S	P
Recognize the mutual relationship between human beings in satisfying each other's needs.	P	P	P	P	P	P	P	P	P	P	P	P	P
Acquire personal safety and self-help skills.	P	P	P	P	P	P	P	S	S	S	S	S	S
Group Interaction Skills													
Contribute to the development of a supportive climate in groups.	P	P	P	P	P	P	P	P	P	S	P	S	P
Participate in making rules and guidelines for group life.	P	P	P	P	P	P	P	P	P	S	P	S	P
Serve as a leader or follower.	P	P	P	P	P	P	P	P	P	S	P	P	P
Assist in setting goals for the group.			S	S	P	P	P	P	P	S	P	S	P
Participate in delegating duties, organizing, planning, making decisions, and taking action in a group setting.					P	P	P	P	P	S	P	S	P
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.	S	S	S	S	S	S	P	P	P	S	P	S	P
Social and Political Participation Skills													
Keep informed on issues that affect society.					S	P	P	P	P	P	P	P	P
Identify situations in which social action is required.					S	S	S	S	P	P	P	S	P
Work individually or with others to decide on an appropriate course of action.					S	S	S	S	S	S	P	S	P
Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights.						S	S	S	S	S	P	S	P
Accept and fulfill social responsibilities associated with citizenship in a free society.						S	S	S	S	P	P	P	P

APPENDIX A

Many individuals voluntarily contributed their time and expertise to the preparation of this report. Among those is Dr. Peter Greco, Monmouth, who served as editor and coordinator of the writing teams. OCSS is indebted to Dr. Greco for the countless hours that he devoted to this project.

Listed below are those individuals who at some point in time served on writing teams.

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APPENDIX B

Verbs used in Common Knowledge statements are meant to reflect cognitive levels to their immediate right.

apply	APPLICATION	evaluate	EVALUATION
appraise	EVALUATION	explain	ANALYSIS
assemble	SYNTHESIS	fill in	KNOWLEDGE
assess	EVALUATION	generalize	SYNTHESIS
break down	ANALYSIS	identify	KNOWLEDGE
categorize	ANALYSIS	integrate	SYNTHESIS
choose	EVALUATION	interpret	COMPREHENSION
classify	ANALYSIS	label	KNOWLEDGE
collect	SYNTHESIS	list	KNOWLEDGE
combine	SYNTHESIS	match	COMPREHENSION
compare	ANALYSIS	name	KNOWLEDGE
construct	APPLICATION	paraphrase	COMPREHENSION
contrast	ANALYSIS	predict	APPLICATION
debate	EVALUATION	put together	SYNTHESIS
decide	EVALUATION	rate	EVALUATION
defend	EVALUATION	relate	SYNTHESIS
define	KNOWLEDGE	repeat	KNOWLEDGE
describe	KNOWLEDGE	restructure	APPLICATION
differentiate	ANALYSIS	review	COMPREHENSION
discuss	COMPREHENSION	separate	ANALYSIS
dissect	ANALYSIS	simulate	APPLICATION
distinguish	ANALYSIS	sketch	APPLICATION
draw	APPLICATION	subdivide	ANALYSIS
employ	APPLICATION	translate	COMPREHENSION

APPENDIX C

Elective Courses

Students should have the opportunity to choose elective courses in PSYCHOLOGY, SOCIOLOGY, and ANTHROPOLOGY. These courses should treat the individual as a self system, society as a social system, and culture as an organizational system. Psychology should focus on individual choice making as it applies to human learning, thinking, and feeling. Sociology should focus on social decision making as it applies to group norms and processes for dealing with the problems and prospects of modern life. Anthropology should focus on culture and how people in various cultures explain their origins, their similarities and differences, and their relationships with other cultures. All three elective courses should provide a way of thinking about the major problems and prospects that face individuals, groups, and organizations in today's world.

There should also be a course in WORLD HISTORY which helps students develop historical analysis skills and acquire a global perspective. Students should learn about the major cultures and societies in the contemporary world. This course should stress geographical relationships and the diversity of economic, political, religious, and cultural systems. Students should develop a knowledge of and an appreciation for the contributions of various cultures to the collective wisdom of the human race. This course should include attention to the historical differences among people that have lead to conflict and the complex attempts to resolve conflict. It should show how historical realities affect present relationships and contribute to both social stability and social change.

Finally, an elective course in GEOGRAPHY for the high school social studies curriculum should be built around questions that arise from the differences between places. Cross-cultural comparisons should be used. In this way, students will become more aware of the elements of their own cultural environment by learning about the wide range of ways in which places are organized and arranged. Courses in geography should be developed that match an instructor's competence with student interests. Comparative Urban Systems, Urban Geography, and Cultural Geography are some of the possibilities. In addition, courses may focus on selected regions such as Europe, Mexico and Central America, or East Asia. Students should experience using some of the methodologies of geography. These include field work, cartographic analysis, theoretical constructs, and elementary quantitative methods.